DOCUMENT RESUME

ED 094 101 95 CE 001 487

TITLE	Pre-Service Staff Development Workshop: Evaluation Report. Ohio Module.
INSTITUTION	Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.; Scioto Valley Local School District, Piketon, Ohio.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	BR-9-3-S-2-017
PUB DATE	31 Aug 70
GRANT	OEG-2-7-005077-5077(324)
NOTE	31p.; For related document, see CE 001 488
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; *Adult Educators; Counselor Training; *Inservice Teacher Education; Methods; Paraprofessional School Personnel; Practicums; Programmed Instruction; *Staff Orientation; *Teacher Workshops; Techniques; Testing
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The report is concerned with the orientation and training provided during a 3-day preservice workshop for 12 selected staff members (teachers and paraprofessionals) of a field unit and an adult basic education demonstration center. General and specific objectives of the workshop are presented, as well as evaluations, summary, and conclusions. The training was concerned with utilization of programmed instruction materials, interview counseling and referral, and administration of placement and achievement tests or surveys. Three-quarters of the document is given to appendixes, which include a schedule for the 3-day workshop, a preworkshop questionnaire, posttest, participants' evaluation of workshop questionnaire, and trainer's evaluation sheet on the 12 participants. (AJ)

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OHIO

PRE-SERVICE STAFF

DEVELOPMENT WORKSHOP

STATE MODULE FINAL REPORT

CE 001 487

AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY

FINAL REPORT SERIES

Project No.: 9-3-S-2-017

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Grant No.: OEG-2-7-005077-5077 (324)

DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 5

ABE LIFE-CENTERED CURRICULUM DEVELOPMENT AND TEACHING TECHNIQUE

OHIO STATE MODULE

Max Way, Director

Date: September 30, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

PRE-SERVICE STAFF DEVELOPMENT

WORKSHOP

EVALUATION REPORT

Sponsored by:

The Ohio Module of The Appalachian Adult Basic Education Demonstration Center of Morehead University

Workshop Coordinated by:

Max W. Way
Ohio Module Field Unit
Director

Workshop Held At:

Piketon High School
Piketon, Ohio

August 25, 26, 27, 1969

PREFACE -

This Workshop was held for the purpose of training selected staff members of the Ohio Module Field Unit of AABEDC.

These staff members will be assuming new roles in the project during the on-coming school year. Therefore, it was deemed essential that their duties or responsibilities be clearly defined before beginning work. It was also determined that training in specific skills, techniques, and procedures would be vital to their effectiveness in the operational and data gathering facets of the on-coming Demonstration-Research Project.

Twelve persons, six teachers and six paraprofessionals, were selected to participate in the workshop. While their specific jobs vary, all will be concerned with utilization of programmed instruction materials, interview counseling and referral, and administration of placement and achievement tests or surveys.

Orientation to duties, skills, and techniques relating to their specific jobs or assignments was given in sub groups. Follow-up orientation and training will be provided on a local level and will relate to the individual's identified needs.

This report will be concerned with the orientation and training provided during the three-day workshop held at Piketon High School on August 25,26, and 27, 1969.

Max W. Way, Project Director,
Ohio Module Field Unit, AABEDC.

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PRE-SERVICE STAFF DEVELOPMENT
WORKSHOP EVALUATION

I. General Aims and Objectives

1. Each participant will be able to adequately define his role, duties, and responsibilities in the Ohio Module Field Unit's applied research project.

2. Each participant will be able to describe and identify programmed or self-instruction curriculum materials and demonstrate an understanding of the philosophy behind their utilization.

3. Each participant will be able to conduct an initial interview for the purpose of explaining the program and enrolling new students.

4. Each participant will be able to administer, score, and evaluate placement, progress tests, and achievement batteries related to the program.

5. Each participant will acquaint himself with the cooperating agencies, their service, and referral procedures.

6. Each participant will be able to conduct an individual counseling session and provide educational, personal-social, and vocational information and referral.

7. Each participant will develop a longitudinal programmed instructional curriculum related to specific beginning levels, progress evaluation, and student needs.

8. Each participant will demonstrate effeciency in developing and maintaining student records and reporting procedures related to this project.

9. Each participant will develop a notebook, for reference, which will include instructions and information related to his specific duties and responsibilities in this project.

II. Specific Aims and Objectives

1. Each participant will describe his role, duties, and responsibilities as a member of the Ohio Field Unit Staff.

2. From a variety of instructional materials, the participants will select at least five items in the area of reading and five in mathematics that can be classed as programmed or self-instruction curriculum materials and will explain

procedures used by the student and the method of checking progress.

3. Each participant will, in a practicum situation, conduct an initial interview, explain the ABE program, and provide an orientation to the use of programmed instruction curriculum materials.

4. Each participant will administer, score, and evaluate the various types of placement instruments used with programmed instruction and demonstrate proficiency in placement in beginning programs.

5. Each participant will administer, score, and profile one or more forms of the achievement battery (TABE) to be used in pre and post testing.

6. Each participant will administer, score, and evaluate two or more types of progress and unit tests and provide program recommendations related to the outcomes.

7. Each participant will become familiar with the scope and sequence of materials available to them and will be able to develop a longitudinal course of study related to a variety of student needs.

8. In a practicum or role playing situation, each participant will conduct a counseling session and provide educational, vocational or personal-social counseling, information, or referral as the situation indicates.

9. Each participant will complete record forms, compile a student record folder, and demonstrate efficiency in reporting data gathered.

10. Each participant will compile all prepared materials plus notes and practicum work in a notebook for future reference.

III. Participants

Name	Position	District	County
Dean McClay	Learning Lab Coordinator	Northwest	Scioto
Marie Hoffer	Learning Lab Aide	Northwest	Scioto
James Hendricks	Learning Lab Coordinator	Minford	Scioto
Carolyn Gahm	Learning Lab Aide	Minford	Scioto
Chester Berry	Teacher	Manchester	Adams

Name	Position	District	County
Marietta Cutlip	Learning Lab Aide	Scioto Valley - Pike	
Henry Dillon	Teacher	Hanna Trace-Gallia	
Bonnie Waugh	Teacher-Counselor Aide, Home Instr.	Hanna Trace - Gallia	
Carl Shamhart	Teacher	Bloom Local-Scioto	
Marcella Jordan	Teacher-Counselor Aide, Home Instr.	Bloom Local-Lawrence, Scioto	
Helen Bapst	Teacher	Jackson Twp. - Pike	
Janet Bapst	Teacher-Counselor Aide, Home Instr.	Jackson Twp.-Jackson Pike	

IV. Workshop Staff

Name	Title
Max W. Way	Project Director, Ohio Field Unit, AABEDC.
Dorothy Vanmeter	Coordinator, Piketon High School Learning Laboratory.
Dr. Edward Wallen	Professor, Educational Psychology, Rio Grande College, Rio Grande, Ohio.

ABE Enrollees used in practicum training:

Name	
Nancy Cogan	New Student
Gladys A. Hitchcox	Student
Barbara Foreman	New Student

V. Evaluation

A. Program Director's Evaluation

Aims and objectives of this workshop were derived as a result of problems or weaknesses found in the conducting of a Pilot Study in four ABE centers.

Selection of the Ohio AABEDC staff personnel to participate in the workshop was made through screening of ABE teachers and possible candidates for the paraprofessional positions in the cooperating districts.

A. Program Director's Evaluation Cont'd.

All paraprofessionals selected are former ABE students and are familiar with the population and geographic areas that they will serve.

All workshop participants were evaluated in accordance with the general and specific aims and objectives established for this workshop. Results were rewarding and complimentary.

B. Participant's Evaluation

1. Pre and post Evaluation by the participants.

The criteria for evaluation by the participants were taken from the aims and objectives stated in parts I and II.

A facsimile of the pre workshop administration of the rating scale with responses is included in appendix C.

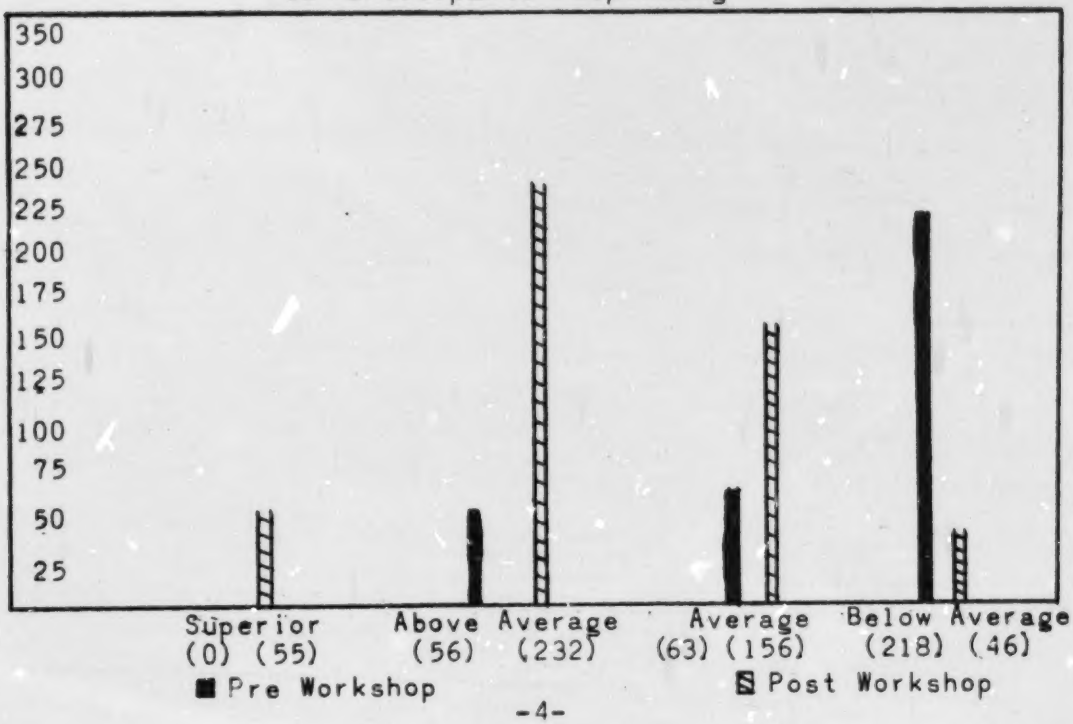
A facsimile of the post workshop administration with results in included in appendix D.

Responses were assigned values of five (5) for superior, four (4) for above average, three (3) for average, and two (2) for below average in order to graphically present the change in attitude and competency as a result of this workshop.

FIGURE I

PRE & POST WORKSHOP RATING SCALE

12 Participants responding



2. Participant's Evaluation of Workshop

Presentation and Facilites.

The participants were complimentory on evaluation concerning the presentation, format, and physical facilites.

Personal comments indicated that it was very practical and related directly to duties they would be performing.

Further comments from professionals indicated that there was a desire to conduct more of this kind of workshop.

A facsimile of the questionnaire can be seen in appendix E.

3. Workshop Trainer's Evaluation

Workshop trainers rated the participants in accordance with the established aims and objectives using the same rating instrument as used by the participants. Ratings were based on demonstrated proficiency or response in the various areas.

Each participant was rated individually and ratings for each person averaged.

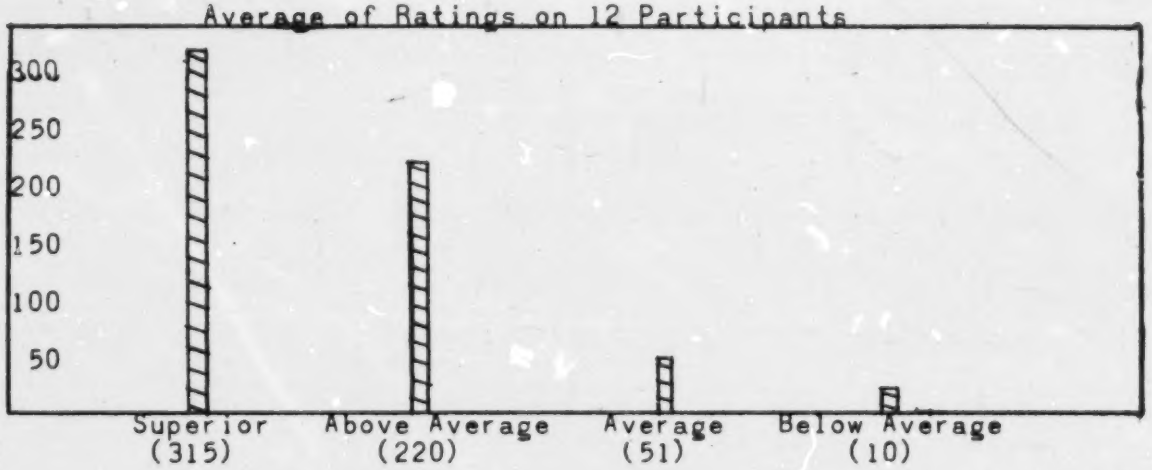
A facsimile of this composite can be seen in appendix F.

Workshop trainers stated that the group was very cooperative and reacted positively to all the activities.

Trainers further indicated that the practicum or "learn by doing" approach proved to be a highly successful training technique and allowed participants the opportunity to assist each other in the learning process.

FIGURE II

TRAINER POST WORKSHOP RATING



VI. Summary and Conclusions

Based on the subjective support of the trainers and the participants, results of the rating instruments, and the observable changes in performance, this was a very successful workshop.

The specific aims and objectives were covered precisely and each participant demonstrated competency in a majority of these areas. It is to be noted that time was a limiting factor and that a high degree of proficiency on the part of all would have required considerably more time and involved a much greater expenditure of monies.

Those participants who were identified as needing additional training or experience in specific areas will have such training or experience provided for prior to the start of the program operation.

It was determined that only one person needed follow-up training and/or experience in more than one of the specific areas.

It was concluded that by the operational date, the participants will be highly qualified to function in their various roles in the Ohio Field Unit of the AABEDC thus making the result of the applied research more valid.

APPENDIX A

Appendix A

PRE SERVICE WORKSHOP

MONDAY, AUGUST 25, 1969

Piketon High School
Piketon, Ohio

9:00	SESSION I - Overview of Project, Individual Roles and Responsibilities - Max W. Way
10:30	SESSION II - Orientation to Programmed Learning, Dorothy Vanmeter
12:00	LUNCH
1:00	SESSION III - Practicum Enrollment and interview Techniques - Max Way and Dorothy Vanmeter
3:00	SESSION IV - Practicum Placement Testing, Entry Level Skills, Student Orientation to Materials - Max Way and Dorothy Vanmeter
5:00	Adjourn

Appendix A

PRE SERVICE WORKSHOP

TUESDAY, AUGUST 26, 1969

Piketon High School
Piketon, Ohio

9:00	Practicum Progress Testing, Recording, Reporting, Terminal Testing - Max Way and Dorothy Vanmeter.
11:00	Program Planning, Sequence of Materials, Materials Available - Max W. Way
12:00	LUNCH
1:00	Coordinators' Role in the Lab, Record Keeping, Student Records, Reporting - Dorothy Vanmeter
2:00	Psychological Aspect of Adult Basic Education and Programmed Instruction - Dr, Edward Wallen, Educational Psychologist, Rio Grande College, Rio Grande, Ohio
3:00	Practicum Administration, Scoring, and Interpretation of TABE - Max Way and Dorothy Vanmeter
5:00	Adjourn

Appendix A

PRE SERVICE WORKSHOP

WEDNESDAY, AUGUST 27, 1969

Piketon High School
Piketon, Ohio

9:00	Orientation for Teacher-Counselor Aide, Home Instruction - Max Way
10:00	Practicum Working with Programmed Instructional Materials, Testing, Pleacement, Orientation - Dorothy Vanmeter.
12:00	LUNCH
1:00	Advantages and Disadvantages of Programmed Instruction - Dr. Edward Wallen, Educational Psychologist, Rio Grande College, Rio Grande, Ohio
2:00	Cooperating Agencies and Organizations Services, Referral, etc. - Max Way
4:00	Review of Workshop and Evaluation - Max W. Way
5:00	Adjourn

APPENDIX B

OHIO AABEDC PROJECT
Scioto Valley Local School District
Piketon, Ohio

COMPOSITE OF PRE WORKSHOP

APPENDIX B

PRE-WORKSHOP QUESTIONNAIRE

Name_____School District_____

1. Have you attended other ABE Workshops? 3 Yes 9 No

2. Are you familiar with philosophy and operation of the Adult Basic Education Program?

   3 Very 9 Somewhat 0 No

3. Do you understand your role, duties, and responsibilities to the Ohio Module Field Unit of A.A.B.E.D.C.?

   0 Fully 6 Somewhat 6 No

4. Are you familiar with the terms "programmed" or "self-instruction" materials?

   7 Yes 5 No

5. Have you ever used programmed materials (either as a teacher or student)?

   6 Yes 6 No

6. Have you ever been involved in interviewing and enrolling ABE students?

   5 Yes 7 No

7. Have you had experience in administering and interpreting tests of any kind?

   6 Yes 6 No

8. Have you had experience in counseling or working with under-educated adults?

   8 Yes 4 No

9. Do you believe that there is great value to be derived from providing individualized instruction for ABE students?

   7 Yes 0 No 5 Not Sure

10. Are you familiar with the various agencies and organizations who provide services to people in your immediate area?

    2 Yes 4 No 6 Not Sure

11. Are you familiar with the area (school district, county, etc.) in which you will work?

12 Yes 0 No

12. Do you know "Key" or influential people in these areas?

7 Yes 2 No 3 Not Sure

13. Are you acquainted with any previous ABE Students?

12 Yes 0 No 0 Not Sure

14. Are you familiar with the various news media in your area? (news papers, radio, television, other)

12 Yes 0 No 0 Not Sure

APPENDIX C

OHIO AABEDC PROJECT
Scioto Valley Local School District
Piketon, Ohio

Pre-Service Workshop

The items on these sheets have been derived from the aims and objectives outlined for this workshop.

Please evaluate your degree of competency, knowledge, or understanding on each item.

The responses range from Superior to Below Average depending on your background and experience.

Criteria for making responses is as follows:

Superior	Need no further training or knowledge in this area. Can perform tasks well enough to do the job now.
Above Average	Need no further training or knowledge in this area. Experience will provide for adequate proficiency.
Average	Have minimum knowledge and/or skills but need some additional training knowledge and experience.
Below Average	Need training and knowledge in this area. Could not now perform tasks.well enough to begin work.

PLEASE REACT TO ALL ITEMS - CLARIFICATION OF ITEMS WILL BE PROVIDED.

Participant's Name _____

	Superior	Above Ave.	Average	Below Ave.	Total
1. Knowledge of role, duties, and responsibilities	0	2	2	8	12
2. Ability to identify programmed or self-instruction materials.	0	2	3	7	12
3. Understanding of use of P I Materials	0	2	3	7	12
4. Ability to conduct initial interview and explain program.	0	1	1	10	12
5. Ability or proficiency in administeration and interpretation of placement tests.	0	1	1	10	12

PRE WORKSHOP

APPENDIX C

	Superior	Above Ave.	Average	Below Ave.	Total
6. Proficiency in administering, scoring, and interpreting, (TABE) Achievement Battery.	0	0	1	11	12
7. Proficiency in scoring and interpreting results of progress tests in P I materials.	0	1	2	9	12
8. Ability to plan Program using materials from Scope and Sequence Chart.	0	1	1	10	12
9. Performance in counseling situations.	0	0	2	10	12
10. Knowledge of cooperating agencies and organizations-referral procedures and contact persons.	0	2	1	9	12
11. Proficiency in compiling student records.	0	1	2	9	12
12. Knowledge of and proficiency in record keeping and reporting for AABEDC Project.	0	1	2	9	12
	(0 X 5=0)	(14X4=56)	(21X3=63)	(109X2=218)	

APPENDIX D

Scioto Valley Local School District
Piketon, Ohio

Post Service Workshop

The items on these sheets have been derived from the aims and objectives outlined for this workshop.

Please evaluate your degree of competency, knowledge, or understanding on each item.

The responses range from Superior to Below Average depending on your background and experience.

Criteria for making responses is as follows:

Superior	Need no further training or knowledge in this area. Can perform tasks well enough to do the job now.
Above Average	Need no further training or knowledge in this area. Experience will provide for adequate proficiency.
Average	Have minimum krowledge and/or skills but need some additional training knowledge and experience.
Below Average	Need training and knowledge in this area. Could not now perform tasks.well enough to begin work.

PLEASE REACT TO ALL ITEMS - CLARIFICATION OF ITEMS WILL BE PROVIDED.

Participant's Name _____

	Superior	Above Ave.	Average	Below Ave.
1. Knowledge of role, duties, and responsibilities	1	2	7	2
2. Ability to identify programmed or self-instruction materials.	1	9	2	0
3. Understanding of use of P I Materials	1	6	5	0
4. Ability to conduct initial interview and explain program.	2	5	3	2
5. Ability or proficiency in administeration and interpretation of placement tests.	1	5	3	3

POST WORKSHOP COMPOSITE
12 Participants

	Superior	Above Ave.	Average	Below Ave.
6. Proficiency in administering, scoring, and interpreting, (TABE) Achievement Battery.	1	6	2	3
7. Proficiency in scoring and interpreting results of progress tests in P I materials.	0	4	5	3
8. Ability to plan Program using materials from Scope and Sequence Chart.	2	4	4	2
9. Performance in counseling situations.	0	2	6	4
10. Knowledge of cooperating agencies and organizations-referral procedures and contact persons.	0	4	7	1
11. Proficiency in compiling student records.	1	5	5	1
12. Knowledge of and proficiency in record keeping and reporting for AABEDC Project.	1	6	3	2
	(11X5=55)	(58X4=232)	(52X3=156)	(23X2=46)

APPENDIX E

OHIO AABEDC PROJECT

Scioto Valley Local School District

Piketon, Ohio

PARTICIPANTS' EVALUATION OF WORKSHOP

Date:_____

1. Have you attended other workshops in this field? ___Yes ___No

2. How would you rank this workshop in relation to others you have attended?

   ___ As good as others.

   ___ Better than others.

   ___ Worse than others.

3. My reaction to certain aspects of this workshop are:

   A. Speakers: ___ Very Good ___ Good ___ Fair ___ Poor
   B. Length of Workshop: ___Too long ___ Too Short ___Satisfactory
   C. Continunity of Program: ___ Good ___ Fair ___ Other (explain)

   _____

4. Information or training received in this workshop will be applicable to my job or teaching situation?

   ___ Yes ___ No ___ Other (explain)_____

   _____

5. I would be interested in attending additional AABEDC workshops.

   ___ Yes ___ No

6. The physical facilities for this workshop were:

   A. Seating: ___Very Good ___Good ___Fair ___Poor
   B. Sound: ___ Very Good ___ Good ___ Fair ___Poor
   C. Center Appearance: ___Very Good ___Good ___Fair ___Poor
   D. Parking Facilites: ___Very Good ___Good ___Fair ___Poor

7. Combination of participants for inservice from a number of counties brings about:

   ____ Interchanges of ideas and experience.

   ____ Unrelated problems.

   ____ Other (explain) _____

8. Would you be willing to assist in the development of other similar workshops?

___ Yes

___ No

9. Do you feel competent in the areas of training or instruction covered in this workshop?

___ Yes

___ No

___ In some, but I would like additional instruction or training in those areas listed below.

APPENDIX F

POST WORKSHOP COMPOSITE
TRAINER'S EVALUATION ON 12 PARTICIPANTS

APPENDIX F

OHIO AABEDC PROJECT
Scioto Valley Local School District
Piketon, Ohio

Pre-Service Workshop

The items on these sheets have been derived from the aims and objectives outlined for this workshop.

Please evaluate your degree of competency, knowledge, or understanding on each item.

The responses range from Superior to Below Average depending on your background and experience.

Criteria for making responses is as follows:

Superior	Need no further training or knowledge in this area. Can perform tasks well enough to do the job now.
Above Average	Need no further training or knowledge in this area. Experience will provide for adequate proficiency.
Average	Have minimum knowledge and/or skills but need some additional training knowledge and experience.
Below Average	Need training and knowledge in this area. Could not now perform tasks well enough to begin work.

PLEASE REACT TO ALL ITEMS - CLARIFICATION OF ITEMS WILL BE PROVIDED.

Participant's Name _____

	Superior	Above Ave.	Average	Below Ave.
1. Knowledge of role, duties, and responsibilities	5	6	1	0
2. Ability to identify programmed or self-instruction materials.	9	3	0	0
3. Understanding of use of P I Materials	4	6	1	1
4. Ability to conduct initial interview and explain program.	3	7	1	1
5. Ability or proficiency in administeration and interpretation of placement tests.	5	4	3	0

	Superior	Above Ave.	Average	Below Ave.
6. Proficiency in administering, scoring, and interpreting, (TABE) Achievement Battery.	4	4	2	2
7. Proficiency in scoring and interpreting results of progress tests in P I materials.	4	5	2	1
8. Ability to plan Program using materials from Scope and Sequence Chart.	6	4	2	0
9. Performance in counseling situations.	2	7	1	2
10. Knowledge of cooperating agencies and organizations-referral procedures and contact persons.	5	3	4	0
11. Proficiency in compiling student records.	8	3	1	0
12. Knowledge of and proficiency in record keeping and reporting for AABEDC Project.	8	3	1	0
	(63 X 5) 315	(55 X 4) 220	(17X3) 51	(5 X 2) 10